**Halifax County Schools - Elementary School Lesson Plan(K-ELA, Unit 1,Week 2)**

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| **Subject:**  **ELA** | **Teacher:** | **Grade Level:**  **Kindergarten** | **Date(s): September 5 – September 9**  **Holiday on 9/5/16** |
| **Curriculum Area:** | Reading | **I Can Statements & Learning Targets (I can…):** | I can: Follow words from left to right, top to bottom and page by page. Recognize spoken words are represented in written language by a specific sequence of letters. |
| **Content:**  Common Core Standards & Essential Standards | RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.  RI.K.6-Assess how point of view or purpose shapes the content and style of a text.  RI.K.5-Identify the front cover of the book.  RI.K.4-with prompting and support, ask and answer questions about unknown words in a text.  RLK.10 Actively engage in group reading activities with purpose and understanding.  RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.  RLK.5 Recognize common types of texts (e.g., storybooks,  poems)  RLK.4-Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choice shapes meaning or tone.  RLK.3 With prompting and support, identify characters, setting and major events in a story.  RL.K.2 Determine central ideas or themes of a text and analyze their development:summarize the key supporting details and ideas. | **Technology Standards & Resources:** | [Ipad Resources](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf) |
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| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | Can you show me the front and back of the book? Can you show me where to begin reading a book? Can you identify the title page of a book? Why are books important? Where are places we can find books? How do we show that we are listening to the story? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | How would you have felt if you were…?(Application)  What part of the of the book was the most exciting, funniest, saddest? Why? ( Analysis) |
| **Vocabulary:**  Academic/Content | book-bound set of pages that holds text  cover-holds together and protects the pages in a book  title- the name of a book  title page-a page at the beginning of the book giving its title, author, illustrator publisher and other information  adventure-an exciting experience | **Teacher Resources:** | I Pick Chart(link below)  *The Daily Five* by Gail Boushey |

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| **Daily 5 Activities for the Week** | **Read to Self**  [**Launching Daily 5 Tuesday**](https://docs.google.com/document/d/1KJX5utdef4QU6dZdvppNbb3-t9juNtwgrN-AUs4IqFU/edit)  [**I Pick Anchor Chart**](https://docs.google.com/document/d/1psNa7SSsRJSbofjNkyyppwdZ5_-oiBo72FMUSQ7NGmw/edit) | **Read to Someone** | **Listen to Reading** | **Word Work** | **Work on Writing**  [Daily 5 Wednesday](https://docs.google.com/document/d/12fR4Fm5I-dsa_B1VBRWiWily4kPcCpGxNlZAVeuA5tM/edit)  [Daily 5 Thursday, Friday](https://docs.google.com/document/d/1CgAkNnsrRA87lvWOXwsMzW0I37f1SJil6fMKCMs_vYc/edit) |

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| **Monday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Monday Lesson Plan](https://docs.google.com/document/d/147u9_UKq0FC1-5NyUQsulGp0Ka2LCRYuXcTDDLKDkaQ/edit) | **Small Group-Teacher will pull students and provide instruction based on the needs of the groups.** | **Independent Work** -  Daily 5  See lesson plan link |
| **Tuesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Tuesday Lesson Plan](https://docs.google.com/document/d/1AnDuQzHV31mOd7DFz5Ucm79WnFtLM72LJ7Cz-Sj6M58/edit) | **Small Group-Teacher will pull students and provide instruction based on the needs of the groups.** | **Independent Work** -  Daily 5  See lesson plan link |
| **Wednesday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Wednesday/Thursday Lesson Plan](https://docs.google.com/document/d/1disoz2W87KyTAwA18-oxyH9FwVOjBH7rCA7sHR2UtPo/edit) | **Small Group-Teacher will pull students and provide instruction based on the needs of the groups.** | **Independent Work** -  Daily 5  See lesson plan link |
| **Thursday**  **Subject Integration:**  Apply RI standards to Science or Social Studies with these lessons at teacher discretion. | **Whole Group** -  [Wednesday/Thursday Lesson Plans](https://docs.google.com/document/d/1disoz2W87KyTAwA18-oxyH9FwVOjBH7rCA7sHR2UtPo/edit) | **Small Group-Teacher will pull students and provide instruction based on the needs of the groups.** | **Independent Work** -  Daily 5  See lesson plan link |
| **Friday** | Set up review centers to match the goals/objectives from the first two weeks of instruction. This will allow time for formative assessments to be completed. |  |  |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |